

DETAILS OF THE SUBJECT

Title (of the subject): LENGUA B III (INGLÉS)

Code: 101592

Degree/Master: GRADO DE TRADUCCIÓN E INTERPRETACIÓN

Year: 2

Name of the module to which it belongs: MATERIAS BÁSICAS

Field: IDIOMA MODERNO (LENGUA B)

Character: BASICA

Duration: FIRST TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform: Moodle

TEACHER INFORMATION

Name: LARREA ESPINAR, ANGELA MARÍA (Coordinador)

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Area: FILOLOGÍA INGLESA

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Specifics of the subject

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

It is strongly recommended for students to course "Lengua B I (Inglés)", "Lengua B II (Inglés)"

SKILLS

- CB1 Ability to strengthen and further knowledge of the basic contents of the field of study to apply the knowledge in the professional setting and have the competences that demonstrate through the preparation and defense of arguments and problem solving.
- CB2 Ability to analyse and synthesise information and develop critical thinking and capable of self-assessment, demonstrating knowledge and understanding in the field of study.
- CB3 Ability to locate, obtain, manage and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB4 Mastery of the basic resources of oral and written communication.
- CB5 Develop creativity and the capacity of self-learning to undertake further study with a high degree of autonomy.
- CB6 Capable of teamwork and decision making in international and interdisciplinary contexts.
- CB7 Ability to gather and interpret relevant data and to make judgments that involve reflecting on gender, diversity, multiculturalism and democratic values, making an ethical commitment to the development of the profession

CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CU3	Promote habits to actively seek employment and the Capable of entrepreneurship.
CE1	Analyse, create and revise in a professional manner all types of texts and determine the values ??and parameters of language variation and textual function.
CE2	Ability to produce acts of oral and written communication and to transfer content to and from the working languages ??A, B, C.
CE3	Ability to search for and analyse documentary and textual information and use the information contained in databases, dictionaries, other computer media and the Internet in the field of translation.
CE8	Be capable of the analysis and synthesis of a wide range of texts and discourses in the working languages??: A, B and C.
CE9	Analyse textual function, agents and relevant factors in the process of translation and interpretation.
CE10	Ability to participate in learning forums and transfer the knowledge acquired in the working languages??: newsgroups, blogs.
CE11	Ability to analyse the morphosyntactic and semantic properties and discourse of the working languages??: B and C.
CE12	Knowledge of the particular linguistic features of the working languages and their differences with respect to the native language.
CE16	Be able to create and manage terminology databases.
CE17	Be able to value the culture and knowledge of foreign languages??. and promote the acquisition of critical attitudes regarding knowledge, values and public and private institutions.
CE19	Be able to undertake work related to language consultancy and correction.

OBJECTIVES

GENERAL OBJECTIVE:

To develop students' communicative competence to reach a C1 level as established by the CEFR for Languages so that they are able to use the English language in social and academic situations.

The necessary skills, abilities and cultural learning to develop this communicative competence will be practiced in class.

SPECIFIC OBJECTIVES:

- To be able to use the English language in a functional way
- To develop and practice the four skills and the use of the English language
- To learn the structure and lexis of different types of written texts
- To learn about English linguistic variations
- To acquire vocabulary for different linguistic functions
- To learn about the pronunciation of individual phonemes and supra-segmental features (intonation, stress and rhythm)
- To develop students' intercultural awareness

CONTENT

1. Theory contents

Functional:

- Opening conversations
- Agreeing and Disagreeing
- Adding emphasis
- Responding to a story
- Negotiating and making a deal
- Making appropriate requests

Grammatical:

- Position of adverbials
- Noun phrases
- Hedging
- Discourse markers in writing

- The future from the past
- Prepositions in relative clauses
- Verbs of the senses

- Participle clauses

Thematic Contents:

- Conversation (September)

- Taste (October)

- City (October)

- Story (November)

- Bargain (November)

- Mind (December)

Lexical:

- Describing conversation styles
- Conversation collocations
- Word building
- Meaning and uses of talk
- Describing places to eat
- Word building and idioms with taste
- Describing cities and tourist spots
- Lexical set and collocations with city and urban
- Types of story. Expressions with story and tale
- Spending and saving. Economising
- British and American English
- Collocations with mind

Phonetic:

- Intonation to show attitude
- Intonation to show enthusiasm or reservation
- Adding emphasis
- Weak and strong forms of auxiliary verbs
- Weak forms of common words
- Assimilation

2. Practical contents

There is no difference between theory and practice due to the practical nature of language learning.

METHODOLOGY

General clarifications on the methodology. (optional)

The focus will be on achieving communicative competence and intercultural awareness. We will practice the four basic skills (reading, listening, speaking and writing).

The coursebook has been carefully chosen so that not only the functional and communicative activities but also the structural ones are smoothly combined to achieve the specific competences we have already mentioned.

This communicative (and practical) approach will allow the discussion, analysis and debate of thematic issues, providing a context for English language learning.

In addition, we will also use different pedagogic resources to reinforce and pace the learning of the language and to develop intercultural awareness.

Our aim is that this course helps students improve their knowledge, attitudes and behaviours to achieve the competences that they will need in further academic courses and in their future professional life.

Methodological adaptations for part-time students and students with disabilities and special educational needs

None.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	4	6
<i>Seminar</i>	39	14	53
<i>Tutorials</i>	1	-	1
Total hours:	42	18	60

Not on-site activities

Actividad	Total
<i>Exercises</i>	40
<i>Finding information</i>	30
<i>Group work</i>	20
Total hours:	90

WORK MATERIALS FOR STUDENTS

Exercises and problems
Manual of the subject

Clarifications:

The coursebook is the book *New Inside Out Advanced*. This course consists of the first six units of the book (from unit 1 to unit 6).

Apart from the coursebook, several additional activities and exercises will be provided to the students.

EVALUATION

Skills	Tools			
	Objective tests	Observation records	Oral presentations	Short answer tests
CB1		X	X	
CB2		X	X	
CB3		X	X	
CB4	X	X	X	X
CB5		X		
CB6			X	
CB7		X	X	
CE1	X		X	X
CE10			X	
CE11	X			X
CE12	X	X		X
CE16		X		
CE17		X		
CE19	X			X
CE2	X	X	X	X
CE3		X		
CE8	X			X
CE9		X		
CU1	X	X	X	X
CU2			X	
CU3		X		
Total (100%)	35%	20%	10%	35%
Minimum grade.(*)	5	0	0	5

(*) Minimum grade necessary to pass the subject

Method of assessment of attendance:

Attendance and Participation make up 20% of the final grade. Criteria for allocation of marks will be explained in the first session.. However, the marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

General clarifications on instruments for evaluation:

Final test: 70% of the final mark

Attendance, participation and classwork: 20% of the final mark

Oral presentation in groups: 10% of the final mark

The final test will have four parts: Use of English (grammar and vocabulary) reading, listening and writing.

The students can be asked to submit optional assignments to practice writing. Only students that attend classes regularly will have the possibility of submitting these assignments. These assignments will have no impact whatsoever on the students' final mark, i.e., they are not part of the attendance/participation/classwork grade (they will be corrected but not graded).

In relation to attendance, the students can get up to 20% of the final mark depending on their attendance to sessions and their participation. The marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

As for the oral presentation, at the end of the semester the students will have to register to do an oral presentation. The students can get up to 10% of the final grade for their oral presentation.

If plagiarism/cheating occurred, the correspondent work, assignment, presentation or test will be graded with 0 points. Also, the professor may additionally determine not to grade any other future work or test of that student and/or charge them with plagiarism.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Those students that cannot attend classes for excusable reasons must contact the professor during the first two weeks of the academic course so the assessment process can be determined.

Final test: 70% of the final mark

Attendance, participation and classwork: 20% of the final mark

Oral presentation in groups: 10% of the final mark

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Qualifying criteria for obtaining honors: *Total highest mark. In case of having to choose between equal total highest marks, test highest mark will be considered*

¿Hay exámenes/pruebas parciales?: *No*

BIBLIOGRAPHY

1. Basic Bibliography:

Coursebook and Workbook:

Jones, C., Bastow, T & Jeffries, A. (2010). *New Inside Out Advanced*. Oxford: Macmillan.

Workbook: Jones, C., Hird, J. & Stannard, R. (2010). *New Inside Out Advanced*. Oxford: Macmillan.

2. Further reading:

Grammar Practice:

- Altenberg, E. P. and Vago, R. M. (2010). *English grammar: Understanding the basics*. New York : University of Cambridge.

- *Collins Cobuild English Grammar*. (2011). Bishopbriggs (Glasgow): HarperCollins.

- Downing, A. and Locke, P. (2006). *English grammar: A university course*. New York : Routledge.

- Gairns, R. and Redman, S. (2011). *Idioms and Phrasal Verbs*. Oxford: O.U.P.

- Hewings, M. (2005). *Advanced Grammar in Use*. Cambridge: C.U.P.

- Swan, M. and Walter, C. (2011). *English Grammar Course Intermediate*. Oxford: O.U.P.

- Vince, M. (2008). *MacMillan English Grammar in Context*. Oxford: Macmillan.

- Vince, M. (2003). *Advanced Language Practice*. Oxford: Macmillan. Macmillan.

Additional Practice:

- Black, M. and Capel, A. (2008). *Objective IELTS*. Cambridge: C. U. P.

- Grellet, F. (2004). *Writing for Advanced Learners of English*. Cambridge: C. U. P.

- Grellet, F. (2006). *Developing Reading Skills*. Cambridge: C. U. P.

- Haines, S. (2006). *Advanced Skills*. Cambridge: C. U. P.
- Ilona Leki (2008). *Academic Writing*. Cambridge: C. U. P.
- McCarte, S., Whitby, N. and Cusack, B. (2007). *Improve your IELTS Skills: Reading*. Oxford: Macmillan.
- McCarte, S., Whitby, N. and Cusack, B. (2007). *Improve your IELTS Skills: Listening and Speaking*. Oxford: Macmillan.
- McCarte, S., Whitby, N. and Cusack, B.(2007). *Improve your IELTS Skills: Writing*. Oxford: Macmillan.
- Norris. R. (2005). *Ready for CAE*. Oxford: Macmillan.

Dictionaries:

- Bilingual: *Macmillan English Dictionary for Advanced Learners*. (2007). Oxford: Macmillan.
- Monolingual: *Longman Dictionary of Contemporary English*. (2005). Harlow: Pearson Education Limited and *Oxford Advanced Learner's CD-ROM Dictionary*. (2010). Oxford: O.U. P.

COORDINATION CRITERIA

No criteria entered.

SCHEDULE

Period	Activity		
	Assessment activities	Seminar	Tutorials
<i>1# Fortnight</i>	0	4	0
<i>2# Fortnight</i>	0	8	0
<i>3# Fortnight</i>	0	8	0
<i>4# Fortnight</i>	0	8	0
<i>5# Fortnight</i>	0	8	0
<i>6# Fortnight</i>	0	8	0
<i>7# Fortnight</i>	0	6	0
<i>8# Fortnight</i>	6	3	1
Total hours:	6	53	1